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ABSTRACT

This framework contains two instructional strands: (1) "Creating"; and (2) "Reflecting/Responding." Both strands have content standards and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The content standards contained in strand one state that students will: (1) communicate their own ideas and feelings through the use of a wide variety of media, processes, techniques, and tools, applying their knowledge of the visual arts; (2) use a wide variety of media, processes, techniques, and tools to make connections between the visual arts and interpersonal relationships; and (3) explore relationships to natural and man-made environments through the use of a wide variety of media, processes, techniques, and tools of the visual arts. The content standard for strand two states that students will be able to reflect and respond in regard to their art work, the art work of others, and the environment as a stimulus/receptor of art. (BT)

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Visual Arts
Curriculum Framework
1997

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All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

STRAND 1: Creating

CONTENT STANDARD 1

Students will communicate their own ideas and feelings through the use of a wide variety of media, processes, techniques, and tools applying their knowledge of the visual arts.

STUDENT LEARNING EXPECTATIONS:

Grades K-4

1.1.1. Examine art and communicate ideas using the language of art which shall include the art elements and principles.

1.1.2. Produce art works to demonstrate an understanding of the various purposes for creating: aesthetic, functional, historical/cultural and social.

1.1.3. Identify and demonstrate the appropriate skills associated with media and processes including but not limited to color mixing, tearing, folding and gluing.

1.1.4. Demonstrate appropriate and responsible use of tools and materials to include but not be limited to the following areas: painting, drawing, print-making, sculpture, pottery, architecture, environmental art, graphic design, fiber arts, jewelry and technology.

1.1.5. Use creative problem solving, critical thinking skills and resources to select subject matter, symbols and ideas to communicate meaning.

Grades 5-8

1.1.6. Expand the language of art using the elements and principles of design to create art forms from spontaneous expressions, prior knowledge and experience.

1.1.7. Select and use appropriate art tools, technology and processes to communicate ideas and feelings.

1.1.8. Produce art works by exploring diverse cultures or styles and periods of art.

1.1.9. Make appropriate changes in the direction of their art work when desired ends are not being realized.

1.1.10. Generate art works from insights gained through personal written expressions and multisensory (sounds, colors, etc.) experiences.

Grades 9-12

1.1.11. Employ the language of art as a means of personal expression.

1.1.12. Identify a variety of sources for subject matter, symbols and ideas and select the most appropriate sources for expression.

1.1.13. Generate and communicate ideas that create multiple solutions to specific visual art problems as evidenced through sketches, models or other visual formats.

1.1.14. Select and use materials and techniques appropriate to the idea and create a product that reflects ongoing thoughts, actions and new directions.

1.1.15. Critically analyze and assess the effectiveness of the product using the knowledge gained from the process of creating the art.

CONTENT STANDARD 2

Students will use a wide variety of media, processes, techniques, and

tools to make connections between the visual arts and interpersonal relationships.

STUDENT LEARNING EXPECTATIONS:

Grades K-4

1.2.1. Use art experiences to demonstrate how art reflects culture.

1.2.2. Recognize and demonstrate the connection between the visual arts and other disciplines (i.e., elements and principles such as rhythm in art, music, and literature.)

1.2.3. Understand and demonstrate how art is used to communicate ideas to others.

1.2.4. Collaborate through art experiences to develop an awareness of the characteristics and merits of their own art work and the art work of others.

1.2.5. Recognize the parallels between art created by students and artists from different times and places (i.e., elements, principles, themes, cultural, materials, processes and methods).

1.2.6. Discover and produce examples of how people use art in their daily lives, the work place and within the community.

Grades 5-8

1.2.7. Select and use art to promote communication within the community.

1.2.8. Engage in group problem solving activities to produce art.

1.2.9. Explore career opportunities that directly or indirectly relate to art.

1.2.10. Research and develop a project that reflects how artists through time have expressed life experiences that link humans together.

1.2.11. Use a variety of art media techniques to reach artistic solutions.

1.2.12. Use visual images to transfer ideas to others.

Grades 9-12

1.2.13. Analyze a variety of purposes for creating art works and design relative to cultural, historical, socio-economic and/or interdisciplinary influences.

1.2.14. Use historical, cultural, social, and personal examples to create art works that articulate how art transfers ideas to others.

1.2.15. Create art influenced by one or more of the following contexts--cultural, historical, socio-economic, and interdisciplinary--as reflected by research.

1.2.16. Collaborate with others in creating art products.

1.2.17. Compare and contrast students' art works to that of others for purposes of instruction.

1.2.18. Investigate and communicate an understanding of visual arts career opportunities.

CONTENT STANDARD 3

Students will explore relationships to natural and man-made environments through the use of a wide variety of media, processes, techniques and tools of the visual arts.

STUDENT LEARNING EXPECTATIONS:

Grades K-4

1.3.1. Demonstrate an understanding of how art elements and principles in the environment, as well as the environment itself, have inspired artists.

1.3.2. Design an environment to solve a specific problem.

1.3.3. Understand and express the use of space and a sense of place.

1.3.4. Recognize the impact of the artist's responsibility in the protection and nurturing of the natural/man-made environments as well as practice this responsibility through ideas, tools, media, and technology.

1.3.5. Identify, practice and follow health and safety standards in the use of tools, materials, and processes.

Grades 5-8

1.3.6. Develop ideas for art work to enhance life long learning.

1.3.7. Construct a three-dimensional environment which is functional for people with diverse needs.

1.3.8. Make connections between art, technology and the environment as it relates to future generations.

1.3.9. Use art materials with an understanding of personal and environmental safety.

1.3.10. Produce art works using natural materials as the media.

1.3.11. Research and develop a project that reflects how artists through time have expressed life experiences that link humans together.

1.3.12. Select a specific art work and document how it relates to the artist's life and how it is linked to others.

Grades 9-12

1.3.13. Identify, compare and contrast the interactions of art and environments as a foundation for the creation of art.

1.3.14. Use relationships among environmental elements, organizational principles, and functions to solve specific visual arts problems.

1.3.15. Create works in the visual arts and design that affect the way people perceive their respective environment.

1.3.16. Utilize current technology for environmental exploration and creation (i.e. computers and equipment born of the information/communication age)

1.3.17. Demonstrate responsible safety precautions within the visual arts environment.

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STRAND 2: Reflecting/Responding

CONTENT STANDARD

Students will be able to reflect and respond in regard to their art work, the art work of others and the environment as a stimulus/receptor of art.

STUDENT LEARNING EXPECTATIONS:

Grades K-4

2.1.1. Discuss the characteristics and merits of their work and of others through written and verbal communication using the language of art.

2.1.2. Analyze the relationship among the arts and other disciplines.

2.1.3. Recognize and discuss art as a common language among all cultures.

2.1.4. Create art work in response to past, present, and future situations.

2.1.5. Express through performance or discussion how art is used in their daily lives, work place, and within the community.

2.1.6. Realize that change is a part of problem solving in visual art as well as in daily life, and there can be more than one solution.

2.1.7. Exhibit their work.

2.1.8. Build and assess a collection of their work, as in a portfolio.

Grades 5-8

2.1.9. Develop a portfolio and write a response

2.1.10. Synthesize ideas to create a personal philosophy of art.

2.1.11. Critique the works of others using: description, analysis, interpretation and judgment.

2.1.12. Develop a dialogue among peers, parents and/or community concerning art.

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2.1.13. Evaluate the importance of art heritage.

2.1.14. Determine how the environment effects the design choices made by artist.

2.1.15. Exhibit and participate in the exhibition process.

Grades 9-12

2.1.16. Use the language of visual art to articulate (verbal and/or written) cognitive and affective understanding of their visual art and design experiences.

2.1.17 Differentiate and analyze art works in terms of history, aesthetics and culture.

2.1.18. Make inquiries as to the influences of technology upon self, others and the environment.

2.1.19. Integrate higher level thinking skills to monitor and refine personal responses to past , present, and future situations by creating works (visual and/or written)

2.1.20. Formulate and apply judgments about artworks as they relate to the environment.

2.1.21. Formulate and apply judgments about their art works to decisions made in daily life.

2.1.22. Transfer their art learning to other disciplines and project those concepts to their life-long learning.

2.1.23. Analyze, evaluate and defend the content and manner in which subject matter, symbols, and images are used in their art works and in significant art works by others.

2.1.24 Prepare and present their work in exhibit/display format.

2.1.25. Assemble a portfolio of their work reflecting visual art experiences over a period of time which show growth and future potentia

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